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ABSTRACT

This paper briefly describes the organization and content of the Southwest Regional Laboratory (SWRL) Mod 1 Spelling Program and its relation to the SWRL Reading Program. The Mod 1 Spelling Program includes 190 words and consists of 22 lessons. Eighteen of the 22 lessons are based on review lists which are composed individually for each participating class on the basis of test results from the preceding four or five weeks of instruction. To produce compatibility of the reading and spelling programs, the Mod 1 Spelling Program gives primary status to word elements rather than to individual phonemes. With the exception of certain transfer words, all words included in the spelling program also occur in the reading program. The general objectives of the spelling program parallel those of the reading program in that both concentrate on the learning of transferable skills as well as on the learning of specific elements and words. Appendix A is a program outcomes chart. Appendix B gives samples of practice exercise items. (TS)

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Patricia A. Butler

ABSTRACT

Mod 1 Spelling was designed as a pilot effort to provide data relevant to the development of the spelling component of the Mod 2 Communication Skills Program. This paper details the organization and content of Mod 1 Spelling and briefly describes its relation to the reading program.

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CONTENT AND SPECIFICATIONS FOR THE MOD 1 1970 SPELLING PROGRAM[1]

Patricia A. Butler

Mod 1 Spelling was designed as a pilot effort to provide data for determining pacing and vocabulary load parameters and appropriate instructional activities for first-grade spelling. After an evaluation of a program tryout, pertinent findings will be applied to the design of Mod 2 materials. This paper briefly describes the derivation, organization and content of the program.

Overview

The Mod 1 Spelling Program comprises 190 words and consists of 22 lessons. Eighteen of the 22 lessons are based on standard or study lists, and 4 are based on review lists which will be composed individually for each participating class on the basis of test results from the preceding 4 or 5 weeks of instruction. According to current plans, the program will be initiated at a point which corresponds approximately to Unit 4 of SYCSP. Because of the desirability of coordinating spelling and reading instruction, three major restrictions were placed on content and sequencing.

The first restriction dealt with the definition of the basic sound-symbol units to be treated in the program. In many linguistic based spelling programs, the basic unit is an individual phoneme-to-grapheme correspondence. However, to produce compatibility of the reading and spelling programs, Mod 1 Spelling gives primary status

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[1]The author is indebted to Bruce Cronnell for his contribution in identifying important pedagogical considerations and formulating general plans for the Spelling Program.

to word elements rather than to individual phonemes. As in the reading program, a word element is defined as a consonant correspondence (e.g., [p] spelled p as in pet), or as a vowel-consonant (VC) or vowel-consonant-consonant (VCC) phonogram which occurs terminally (e.g., et as in pet, or est as in pest).

A second restriction dealt with the sequencing of material. Whenever possible, the content of a particular spelling lesson was determined by the content of ongoing word-attack instruction in reading. In general, an attempt was made to structure the program in such a way that, at any given point in time, the child receives spelling instruction on a sub-set of the words and elements that he is currently learning to read. Except in one instance, when it was not possible to produce this overlap of content, spelling practice on a particular set of elements or words was always scheduled to follow related reading instruction.

The final restriction was that, with the exception of certain transfer words, all words included in the spelling program also occurred in the SWRL Reading Program.

Outcomes

The general objectives of the spelling program parallel those of the reading program in that both concentrate on the learning of transferable skills as well as on the learning of specific elements and words. The definition of outcome categories differs somewhat for the two programs. For spelling, the outcomes are designated as follows:

1. Word Elements: As defined earlier, this category consists of initial consonants, and either VC or VCC endings. By the end of instruction, students should be able to spell 71 program elements.

2. Regular Words: This class is composed of both pattern words (i.e., words composed exclusively of program elements) and of regularly spelled words whose individual phoneme-grapheme correspondences are deducible from knowledge of program elements (e.g., the spelling of "just" may conceivably be mastered from training on the elements j, ut, and est, despite the omission of ust from the program). By the end of instruction, students should be able to spell 142 regular words.[2]

3. Transfer Words: This category consists of pattern words which do not appear in weekly spelling lists, although many do appear in SWRL reading materials. Some transfer words, designated as practice or type-p words, occur in practice tests and in spelling exercises in which children spell new words by combining learned elements. A second class of transfer words, type-t words, occur only on final tests. As a rule, tested-only (or type-t) words do not occur in SWRL reading materials. By the

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[2]Six elements (an, at, end, in, it, use) spell common words. These are included only in the count for elements, despite the fact that they occur with regular words as well as with elements on study lists.

end of instruction, students should be able to spell any word composed of program elements. Supplementary lists of transfer words include a total of 68 practice (type-p) words and 34 tested-only (type-t) words for use in instruction.

4. Sight Words: An item is designated as a sight word either because it contains one or more irregular spelling correspondences, or because it contains one or more regular correspondences not covered in FYCSP or SYCSP. By the end of instruction, students should be able to spell 48 program sight words.

Selection and Sequencing of Content

With the exception of the consonant q and 14 terminal elements (10 of which are long vowel spelling patterns), all elements covered in FYCSP and SYCSP are treated in Mod 1 Spelling. Because the program had to be adapted to existing SWRL reading instruction, elements were not sequenced in a fashion that might be considered optimal in terms of other criteria such as frequency of representation, discriminability of constituent phonemes, etc. Instead, the following priorities governed the introduction of elements:

1. Terminal elements which are introduced beyond Unit 4 of SYCSP are sequenced in approximately the order in which they occur in reading word-attack practice.
2. Terminal elements which occurred prior to Unit 4 in SYCSP or in FYCSP are introduced in units containing

elements that share a common vowel correspondence (e.g., the element an from FYCSP is introduced along with ag and ap from Unit 4 of SYCSP).

3. Using Cronnell's (1970) difficulty criteria, all VC elements with a given vowel correspondence precede VCC elements sharing that VC correspondence (e.g., et precedes est).
4. Initial consonants and consonant units (e.g., th) are ordered in terms of their productivity relative to a fixed sequence of terminal elements. The point of introduction for a consonant with fairly low overall productivity was determined primarily by the location of the element(s) with which it combined to form the greatest number of admissible words. The point of introduction for a consonant with somewhat higher productivity depended on this factor as well as on the location of the consonant in the reading materials. As a result of this additional restriction, consonants which were introduced in FYCSP tend to occur earlier in the spelling sequence than those introduced in SYCSP.
5. Except for the restriction that consonant-consonant (CC) combinations (i.e., digraphs and blends) be preceded by introduction of their constituent graphemes, CC combinations and single-letter consonants were treated identically.

With the order of elements established, the selection of specific pattern words followed directly and simply. In general, selection among available alternatives was random. The only notable exceptions occurred when there were very few words available for a particular set of elements, or when two alternatives differed only at the vowel position (e.g., as in the pair set-sit). In the latter case, both words would be assigned to the list that corresponded to whichever terminal phonogram appeared latest in the sequence.

The selection and ordering of sight words was somewhat more complex. Four levels of selection were involved. In the initial pass, words which appeared on Dechant's list[3] and in the Mod 1 reading word pool were matched with study lists that contained the same vowel correspondence (i.e., the same phoneme spelled with the same grapheme). The next two levels involved matching in terms of initial consonant graphemes,[4] and in terms of initial vowel graphemes.

In order to meet vocabulary load specifications, a final selection was made. At this point, word assignment was random with the restriction that no phoneme could be represented by more than one spelling pattern in any given list. Where several non-pattern words were assigned to one list, an attempt was made to group items which

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[3]Dechant's list of 150 high frequency words was compiled from a survey of basal readers. Of the 66 non-pattern words included in the program, all except 9 appear on Dechant's list.

[4]For consonants, no distinction between graphemes and correspondences was necessary because only the unit th occurs in association with more than one phoneme in Mod 1 word lists.

exhibited some degree of formal similarity (e.g., the words "to" and "do" were placed together because of the irregular spelling of the phoneme [oo]).

List Structure

With the exception of the first two lists, which consist of 12 items each, all study lists are composed of 15 items. Although the number of items corresponding to a particular outcome varies over lists, only the division of sight words and regular words differs appreciably. The number of elements varies only between 2 and 6, with a typical value of 5. The number of transfer items (after list 1, for which no transfer items were available) ranges from 4 to 7, with a mode of 7. In general, 4 type-p and 2 type-t transfer words are available for each list.

Because lists 1-3 are limited to 12 items and because of the desirability of having at least 2 pattern words for each element represented in a list, it was not possible to introduce sight words until list 4. In lists 4-10, where at least 5 elements per list occur, lower bounds on the number of exemplars per element resulted in limiting the number of sight words to 1 or 2 per list. After list 12, where only 2 or 3 elements per list is the rule, 4 to 10 regular words occur in each list, generally leaving between 4 and 9 slots to be filled with sight words. Actual list composition is charted by unit in Appendix A.

Activities

The instructional activities for Mod 1 Spelling are laid out in terms of a five-session work unit. According to the schedule, the first two days are devoted to practice exercises, the third to a practice test, the fourth to a criterion test, and the fifth to review and remediation. On the two practice days, both teacher directed group activities and independent seat work are provided. The general plan, including a brief description of the type of activities, is presented below. Appendix B contains several exemplar items selected from the first 10 lessons. Additional exercise formats will be generated for use in subsequent lessons.

Activity Schedule

DAY 1 -The child spells elements of a word given orally by the teacher.

-The child copies each word in the study list at least twice as part of a written exercise.

DAY 2 -The child sounds out and spells words given orally by the teacher.

-The child writes each study word at least twice, given minimal letter prompts and each practice (type-p) transfer word once as part of written exercises.

DAY 3 -The child takes a practice test (dictation) on study and type-p transfer words.

DAY 4 -The child takes a final test (dictation) on 10 items sampled from the study list and 2 tested-only (type-t) transfer words.

DAY 5 -The child receives feedback on the final test.

-The child participates in oral drills covering the three most frequently missed items and practices writing any additional items that he spelled incorrectly on the test.

Appendix A

Program Outcomes Chart[1]

CORRESPONDING READING UNIT	WEEKLY SPELLING LESSON	ELEMENTS	REGULAR WORDS[2]	TRANSFER WORDS[3]	SIGHT WORDS[4]
4	1	b, s, h, ad, at	bad, bat, sad, sat, had, hat, am[5]		
	2	m, t, r, ag, an, ap	man, map, tag, tap, rag, ran	type p: mad, mat, bag, rat type t: tan, hag	
5	3	l, f, p, *and, ast	land, last, past, pan, fast, fat, sand	type p: lad, lap, fan, hand type t: *band, *pad	
	4	d, sh, og, op, ot	fog, dog, dot, pot, pat, shot, shop, top	type p: hot, hog, mop, lot type t: *tot, *rot	to, do
6	5	REVIEW: LESSONS 1-4			
	6	n, g, eg, ed, et	leg, log, beg, bed, red, get, got, net, not	type p: nap, pet, fed, let type t: *peg, *shed	eat
7	7	th, y, en, ell, est	then, than, ten, tell, test, yell, nest, yes[5]	type p: that, best, sell men type t: *den, *pest	the, this
	8	j, c, ut, un, ug	cat, cut, but, gun, run, jug, rug, up,[5] just,[5] us[5]	type p: sun, bug, jet, can type t: *bun, *cast	

[1]Starred items do not appear in reading materials.

[2]Regular words include both those composed of program elements and those composed of regular single-letter correspondences already covered in reading.

[3]Transfer lists include words which appear in one weekly exercise and the practice test (type-p words), and those which are reserved for the final weekly test (type-t words).

[4]Sight words include those containing irregular spelling patterns as well as those covered by rules and semi-rules not yet taught in the reading program.

[5]High frequency regular words composed of elements not taught in the program.

CORRESPONDING READING UNIT	WEEKLY SPELLING LESSON	ELEMENTS	REGULAR WORDS	TRANSFER WORDS	SIGHT WORDS
8	9	k, v, id, in, it	kid, kit, did, sit, set, thin, pin, vet, vest, him[5]	type p: bit, pit, lid, *fin type t: *rid, tin	
	10	w, z, end, ig, ill	send, bend, bill, bell, will, wig, pig, went[5]	type p: well, big, mend, hill type t: *lend, *kill	zoo, zebra
9	11	REVIEW: LESSONS 7-10			
	12	ack, ake, ame	back, tack, bake, take name, same, game	type p: shake, sack, came, rake type t: *shack, *rack	which, you, play, happy, my
10	13	ine, ide, ipe	pin, pine, nine, pipe, wipe, ride, hide, hid	type p: fine, side, mine, wide type t: *ripe, *shine,	was, has, his, is
	14	eet, eed	feet, sheet, need, weed, see,[5] green,[5] them,[5] help,[5] feel[5]	type p: feed, meet, seed, lake type t: *deed, *beet	said, or, they, here
11	15	oke, ole, use	woke, poke, hole, mole, cute, cube, fuse	type p: coke role, cake, joke type t: sole, pole	house, out, go, so, no
	16	REVIEW: LESSONS 12-15			
12	17	ch, br, ing, ick, ong	chick, brick, bring, thing, long, song, chop, with,[5] wish,[5] on[5]	type p: sing, brag, lick, chest type t: *bride, *sick	
	18	suffixes:[6] -ing, -ed, -er[7]	doing, bringing, seeing, tested, landed, faster, longer	type p: player, landing, yelled, helper type t: needed, bending	what, why, when, where, there

[6]All root words appear in reading and in preceding spelling lessons. Derived forms may not appear in reading program.

[7]The suffix -er is the only element that appears earlier in spelling than in reading instruction.

CORRESPONDING READING UNIT	WEEKLY SPELLING LESSON	ELEMENTS	REGULAR WORDS	TRANSFER WORDS	SIGHT WORDS
13	19	ar, art, ark,	far, car, cart, part, dark, bark, arm[5]	type p: bar, dart, park, jar type t: *chart, shark	party, want, have, one, from
	20	*ir	girl, dirt, bird, first	type p: *skirt, hug, fell, tide type t: *shirt, *birch	she, we, be, he, me, some, come, birthday, dirty, say
14	21	ort, *ur	short, fort, port, turn, hurt, much,[5] jump,[5] stop,[5] or,[5] for[5]	type p: sport, *churn, sort, tar type t: *burn, choke	how, now, good
	22	REVIEW: LESSONS 17-21			

Appendix B

Sample of Practice Exercise Items

Day 1 Copy Exercises

Format 1-1 Directions to the teacher: Have the children complete the study words in each set by filling in the ending letters shown at the top of each column. Then have them copy the word in the space below each completed item.

ad	at
b____	b____
_____	_____
s____	s____
_____	_____

Format 1-2 Directions to the teacher: Below each printed word, have the children write the study words that begin with the same letter.

ball	sun
_____	_____
_____	_____

Format 1-3 Directions to the teacher: Have the children copy each study word in the first column, then cover it up and try to write it from memory in the second column. They should correct any misspelled words in the "Write It" column.

Copy the Word	Write It
_____	_____
_____	_____
_____	_____

Format 1-4 Directions to the teacher: Have the children find the words hidden in the examples ("land" and "hat"). Then have them find the study words hidden in "cup" and "bus." Have them write these hidden words in the blanks.

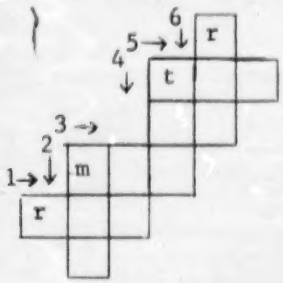
land	hat
and	at
cup	bus
_____	_____

Day 2 Completion Exercises

Format 2-1 Directions to the teacher: Children should read each sentence to themselves, decide which study word completes the sentence, and then write the entire study word in the space at the right.

1. Mat feels b_ _. _____
2. He feels s_ _. _____
3. It h_ _ rained. _____

Format 2-2 Directions to the teacher: Explain how the sentences and the letter, number and arrow clues are related to the puzzle. Have the children write directly in the puzzle squares. Then have them fill in the blanks to the right of the sentences.



1. She has a _ _ _ doll. _____
2. He is a fat _ _ _. _____
3. I can read a _ _ _. _____
4. I can _ _ _ dance. _____
5. Let's play _ _ _. _____
6. We jumped and _ _ _. _____

Format 2-3 Directions to the teacher: This lesson emphasizes short a and short u vowel contrasts. Work the examples with the children, indicating that in these and the remaining items, the word with the underlined letter and the to-be-completed word differ only in terms of vowels. Have the circle the critical vowel pair in each example to stress the pattern they are to complete.

We used the f<u>a</u>n and had f<u>u</u>n.

We played t<u>a</u>g and t<u>u</u>g of war.

1. I had a b<u>a</u>t, b_t I lost it. _____
2. The r<u>a</u>g fell on the r_g. _____
3. He r<u>a</u>n, so I will r_n. _____

Day 2 Transfer Exercise

Format 2-4 Directions to the teacher: Tell the children that in this exercise they will spell words that are not on their study lists, but that are made up of sounds they have studied and should know how to spell. Ask the children to change the underlined part of the word in order to spell the new word that goes in each sentence. Have them write the whole word in the space at the right.

man	1. In the tub is a bath _ _ _.	_____
rag	2. Santa has toys in his _ _ _.	_____

References

Cronnell, B. Sequenced practice words and transfer words for SY spelling. Technical Note, No. TN-2-70-4, 1970, Southwest Regional Laboratory, Inglewood, California.